

Northmoor Academy
The Harmony Trust
Pupil Premium Strategy Statement 2021-25
Review of Year 3 of the 3-year Pupil Premium Strategy

The Pupil Premium Strategy Statement for the Harmony Trust and that of Northmoor Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is aligned with *The Harmony Trust 'Excellence for All' Framework*; an evidence-based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would contribute to Trust-wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

A summary of the actions taken and impact from Years 1 and 2 of the 3-Year Strategy

1. Trust wide strategic actions		Summary review of the trust-wide actions for Y1 and planned next steps	Summary review of the trust-wide actions for Y2 and planned next steps	Summary review of the trust-wide actions for Y3 and planned next steps	(Academy Specific Review) Engagement with and impact of Trust wide strategic actions on Northmoor Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	In Y1, academy leaders were supported through training sessions and 1:1 support from trust leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (Y2 of the strategy)			
		In Y2, two Trust Senior Leaders have been recruited to drive the Excellence for All framework. One of these roles is specifically around the Harmony Model Curriculum and another directly related to Excellence for All and Raising Attainment. Alongside this, as part of the Development Team, a team of Curriculum ImpleMentors has been established to develop both subject specific and year group specialisms. Leaders have provided further exemplification materials, and these are housed in the URL for all Harmony colleagues to access. Plans are in place for Academy leaders to further refine the Excellence for All audits (which were rolled out in Y1) alongside their Raising Attainment Plans in consultation with the TSL. All Leaders attended a Pupil Premium briefing for the Trust Leadership Team in November 2023.			
		In Y3, the Development Team has expanded further. Vacancies within the Curriculum Implementation Team were recruited to, with colleagues from across the organisation applying – with a greater number applying from academies which have adopted the framework more recently. All subject specialisms for the HMC were fulfilled. Raising Attainment Plans continue to be integral to strategic planning and academy planning processes and procedures; these are monitored and reviewed when DT members meet with Academy colleagues. Exemplification materials within the URL continue to be refined and shared, with all Academies being encouraged to support with this. Plans are in place for the Excellence for All audits to be revisited again during the next Academic year. The curriculum will be reviewed and refined further to ensure that activities are planned well and meet the needs of all learners, referencing adaptive teaching strategies and scaffolds which will unlock the potential for all learners.			
		As with previous years, Northmoor has fully utilised the offer of the Trust's Development Team. The academy has identified an Excellence for All lead who will work with leaders to revisit the self-assessment tool to evaluate current provision and plan for next steps. Several NM staff work for the Development Team on across a variety of strategic priorities – fulfilling the vision of working for, with and on behalf of others.			
Development Team Priorities	Provide a high quality CPD offer to all staff designed led by experienced practitioners	The Development Team aligned their CPD offer to the Great Place 2 Learn Strategy which outlines our belief that school should be a place where EVERY child achieves and makes progress over time. It also closely supports the implementation of the Excellence for All framework's guiding principles. Some key features – specific to ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (a similar KS1 programme will launch in Y2 of the strategy), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom.			
		The Development Team surveyed Academy Leaders to gain insight about Academy needs and ideas to maximise engagement and staff workload. The CPD package was redefined to support Academy leaders to develop their			

	<p>own CPD packages and support workload at Academy Level. There was a change in how courses were facilitated to ensure they were 'out of the school day' to maximise engagement and increase participation. Both HR and finance CPD for Academy leaders was incorporated into the CPD offer. The Unlocking Potential programmes were led and overseen by Ass DofEd, TSL and Tls. The Excellence for All CPD package for all staff who are new to Harmony, new to teaching, ECTs or HLTAs is well attended and in place. The REDI programme was developed into a Redi, Set and Go approach to further enhance provision and approaches in EYFS and KS1. A 'Train the Trainer' programme was delivered to all phonics leads, building on the successes in some Academies where the greatest impact was seen. The Subject Leader Development Programme has had a positive impact which was particularly apparent in Ofsted inspections where SLs have been able to articulate the 3 Is of the curriculums for their subject area (ongoing coaching for this is underway).</p> <p>Trust-wide priorities for Academies became more aligned during Y3, meaning a more streamlined a focused approach to the Harmony CPD offer could be implemented with a string focus on Early Development (REDI), Speech and Language and Inclusion.</p> <p>The Unlocking Potential programmes continue to improve, and engagement and participation is high. Colleagues continue to have access to the SLDP and most subject leaders (other than those who are new to role) have now taken part in this course.</p> <p>The 10 Educational Priorities for the Strategic Plan have been agreed and form the basis of each Academy Development Plan.</p> <p><i>There has been full engagement with the Development Team's CPS offer: Curriculum, SEND, EYFS, Subject Leadership and HTML.</i></p> <p><i>The impact of the SLDP was noted in the recent Ofsted inspection where inspectors commented on the strength and knowledge of the subject leaders across the academy.</i></p> <p><i>CPD is followed up in the academy and monitoring activity recognises its application by practitioners in the classroom.</i></p>
<p>Increase workforce capacity to support improvement</p>	<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities.</p> <p>This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <p>There has been a significant staff development drive to enhance the Development Team whereby TSLs, Tls and ImpleMENTORS have been recruited to refine approaches. There has also been an increase in specialist practitioners across the Trust who have had a significant impact in the areas of their expertise. The Unlocking Potential programme has been revised and relaunched to improve communication, monitoring, quality of resources and active participation.</p> <p>A further recruitment drive has taken place for ImpleMENTORS and all subjects are now represented. A further refinement of the Unlocking Potential has taken place and there is a more refined approach to data tracking and alignment with the target setting process in each Academy.</p> <p>The Education Strategy group has now been formed and is responsible for the oversight and delivery of the Trust Strategic Plan.</p> <p>A Facilitated Inquiry process has been established whereby the ongoing development of the quality of educational standards across all Academies can be monitored and maintained.</p> <p>The School Improvement function of the Development Team continues to develop and Teams are now able to respond to local need and commissioning.</p> <p>The Trust has established as an ITT provider with Teach First which is a key priority in securing and developing Harmony's future workforce/.</p> <p><i>Northmoor has been able to draw on the expertise of members of the Development Team to support in the implementation of the ADP. Notably, the support from the inclusion service and the MDT has had significant impact and has strengthened the leadership team and provision for Northmoor pupils and their families.</i></p>
<p>Provide intervention at its earliest point through high quality Early Years Education</p>	<p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified.</p> <p>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to all EYFS practitioners across the trust.</p> <p>Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections.</p> <p>For Y2, the programme will run again for EYFS practitioners new to Harmony but also extend the learning from Y1 – including the further development of Outdoor provision. The REDI programme will also be extended to Y1 practitioners to ensure effective transition to Y1 and to develop an effective provision approach into KS1.</p> <p>The REDI programme has been enhanced and extended into a Redi, Set and Go Approach. The Development Team have run EYFS Leadership Development Days in Academies where impact of this was most visible, including EYFS staff and leaders from across the Derby and Northwest hubs. There has also been time dedicated to working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development).</p> <p>The deployment of TL for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony Model Curriculum is progressive from Nursery to Reception and that clear links are made with the KS1 Curriculum. Alongside the Curriculum development, there has been a continued focus to ensure the provision in the classroom reflects the needs of the children and the curriculum both indoors</p>

		<p>and outdoors. Assessment has also been refined to ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum.</p> <p>The Trust is now responding the Government's Early Years Entitlement Expansion and School based Nurseries Initiative.. Where Academies can expand, the EYFS and Inclusion Trust Leaders will support this process. There is also an opportunity to expand the Early Development Hub offer across the Trust, responding to the lack of places for children with additional needs in EYFS in both Derby and the Northwest. The Robust, Analysed Data to Achieve Results (RADAR) project is being applied is ensuring effective support and monitoring across all Academies. This approach supports leaders to gain a holistic perspective of the learning journeys of individual pupils and cohorts, track progress and tailor pedagogical approaches thereby improving outcomes. The REDI CPD offer has a wide range of CPD which is aimed at developing specialists in certain areas of the EYFS curriculum.</p> <p><i>Northmoor has fully engaged with the REDI/RADAR programme again this year – this has been particularly beneficial for new starters and inexperienced practitioners.</i></p> <p><i>Northmoor has utilised the support of the Trust Senior Leader for EYFS to support an EYFS ECT on a 121 basis through support for planning, curriculum and provision.</i></p> <p><i>The academy has taken advantage of the expertise of the commissioned experts in further developing provision into KS1.</i></p>
	<p>Provide a strong framework for Character Education through 'The Harmony Pledge'</p>	<p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations.</p> <p>Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Some Academies had a further re-launch of the Pledge to begin the 2023-24 Academic year. Through the Subject Leader Development Programme, subject leaders are provided with a mapping document which identifies where all Pledge points are met within each subject and each year group within the HMC.</p> <p>The mapping of the Harmony Pledge continues as Subject Leaders consider how their subject area meets the 10 pledge points along with the 10 character competencies. Academies continue to ensure that pupils have plentiful opportunities across the wider curriculum to engage in first hand experiences and prepare themselves for their next stage of their education. Mapping the Harmony Pledge also allows to further develop pupils understanding of the 10 character competencies to ensure they become a lifelong learner. The principles of developing character education is important to ensure that pupils develop important life skills in order for them to learn their own spiritual, moral, social and cultural development. It's pivotal that they develop their own character traits and core ethical values that form the basis of an outstanding character and successful citizen of society.</p> <p>A Pledge Working Party has been formed which is currently gathering the voice of all Harmony colleagues across all roles to further develop this initiative, making sure that this is strong across all Academies.</p> <p><i>Two members of Northmoor staff sit on the Pledge Working Party, working collaboratively to shape the future of this strategic priority.</i></p> <p><i>The approach to the recording of the achievement of the pledge points has been reviewed and will be further developed. The mapping of the pledge and the related character competencies continue to be mapped across both the planned and incidental curriculum.</i></p>
<p>Read, Achieve, Succeed</p>	<p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>"There is a relentless focus on literacy and language", in academies where disadvantaged pupils are performing well.</p> <p>The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy.</p> <p>During Y1 of the strategy, the frameworks were shared with academy leaders and training provided for all relevant staff – led by expert practitioners from across Harmony.</p> <p>Phonics resources were provided so that there would be a consistent approach to high quality, inclusive teaching and learning in each academy. Support for assessment was also available and phonics leads met regularly.</p> <p>Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23.</p> <p>The Development Team recruited a team of expert practitioners to support the implementation and monitoring of these strategies, and this will be a key focus for Yrs 2 and 3 of the strategy</p> <p>There was an appointment of a Trust Senior Leader responsible for Early Literacy and Phonics across the Trust due to the successes in phonics outcomes and the impact the Harmony Phonics Framework. As part of the phonics CPD offer, 'Train the Trainer' sessions have been facilitated with phonics leads from across the Trust. A Trust Leader has been recruited with responsibility for Unlocking Potential in Reading (across KS2) which has incorporated some CPD and specific work around the use of Accelerated Reader and is working with the Principal Strategic Lead for Reading to develop the Harmony Reading Framework. Alongside this, RAS author events and initiatives continued trust-wide.</p> <p>Members of the Development Team have been carrying out reading reviews in Academies to raise attainment and improve quality of teaching and learning.</p> <p>After evaluation of the PP strategy, oracy was identified as a priority for many schools and so an Oracy Champions course designed to support the development of vocabulary, language, and communication is now underway.</p>

		<p>Author events continue to run across both Hubs (both virtually and in-person) as well as annual Madeleine Lindley events where each child receives a high-quality text of choice to keep. The TSL for Early Literacy and Phonics continues to lead HPF training for both hubs. Phonics Tracker has been obtained for both hubs. The approach to provision within KS1 is developing and is a key focus are within Academies to work on enhancing environments, curriculum planning, organisation/resources, staffing, timetables and expectations. The Speech and Language Therapy services offer has been strengthened in the Northwest with a view to expand this further within the Derby Hub (recruitment drive underway).</p>
		<p>Northmoor has drawn on support from the Development Team for further Phonics Training for new starters to ensure fidelity to the Phonics Framework. The Phonics Lead and Head of Academy attended Launchpad 4 Literacy Training and will implement this resource across 24/25 Northmoor continues to host the RAS author events and engage fully with this element of the initiative. The ADP reflects the priority refocus on reading for the whole academy this year – revisiting teaching approaches, texts, expectations and reestablishing/protecting 'RAS time' on class timetables.</p>
Multi-Disciplinary Teams	<p>Improve attendance through rapid and effective support and intervention</p>	<p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a 'first point of contact' to support the families and pupils in our communities. There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies. We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p>
		<p>In Y2, the HDT reviewed the guidance and research on attendance. The Development Team carried out a literature review of the latest guidance and will use these to improve practice across the Trust, including: clear communication expectations for Academies; evaluation of strategies, use of resources and impact (evidence); a focused attendance Academy improvement board; identification of barriers; addressing specific groups (disadvantaged); identification of specific pupils; Academy Action Plans (which are reviewed in a timely manner); and a clear understanding of 'how the best schools do it'. Trust Safeguarding Leads have been employed across Northwest Hub and are having an impact on individual cases within Academies. The Head of Safeguarding holds timely Attendance Leads network meetings to share best practice and share key messages to uphold consistency in approach.</p>
		<p>Trust Safeguarding Leads are now well-established within their roles and are working with The Head of Safeguarding to work delegate Family Support Workers and Managers and Attendance Leads in Academies to refine practices and improve overall impact.</p>
		<p>Northmoor benefits from a strong FST on site who prioritise and lead on improving attendance – with strategic oversight by HofA and Exec P. This team is heavily supported by a Trust Lead for Safeguarding who knows the community and families well. Northmoor Academy's designated Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils daily. Pupils who are persistently absent attend meetings with SLT and are referred to the EWO.</p>
HTML Strategy	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future. Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners. The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices. Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>
		<p>In Y2, there was the recruitment of a knowledgeable and skilled Trust Leader responsible solely for HTML. An audit has been created for Academies to gauge the current position and subsequently allocate support to develop individual journeys with HTML. Key apps which were established in Y1 are now well-embedded. On average, the number of pupils taking part in the Sumdog competitions is high (Harmony Trust contest data.xlsx (sharepoint.com)) and the number of children reading regularly on MyON is increasing. Furthermore, pupils across Harmony regularly engage with TT Rockstars on their iPads. The MTC results Trust wide are good and improving, with the Trust average result being above National. Leaders report that engagement with home-learning has improved significantly through the use of iPads. For pupils' protection and safety when using devices, an app called Senso had been installed and 1 to 1 devices. HTML staff are liaising with the safeguarding team to support filtering and monitoring of pupils' devices.</p>

		<p>In Y3, there was a significant review of impact and implementation stages of the HTML strategy including impact on staff workload. A review framework that supports leaders to evaluate and plan next steps accordingly was devised and this has been piloted in several Academies. There is a proposal to plan a strategy re-launch which will utilise the HTML Framework to ensure there is an equitable offer for all children. The MTC results continued to improve across the Trust in Y3 and apps continue to be well used across most Academies. The Trust Leader for HTML continues to provide CPD, coaching and mentoring colleagues who require support.</p> <p>All Key Stage 2 pupils continue to access their devices to support their class work and extend their learning beyond the school day. Access to devices continues to be increased across KS1 and EYFS. Teachers have a state-of-the-art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom.</p> <p>Northmoor's HTTPS and Ex for All Lead are working with the Trust Leader for HTML to complete a self-assessment tool and to plan for the next phase of implementation.</p>
Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children	<p>Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all children access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying. This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p>
		<p>All Academies took part in the Shakespeare festival in the Northwest and Derby hubs performing Twelfth Night. In Year 3, all Academies will be performing improvisations from King Lear: "T will be a Storm!"</p> <p>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.</p> <p>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning. This will be rolled out into all Academies in Y3.</p> <p>There are intra-school sporting events taking place across both Hubs, meaning children are able to compete and apply their skill and game development across a range of sports and age ranges.</p>
		<p>In Y3, all Academies took part in the Shakespeare festival in Derby and the Northwest Hubs, performing improvisations from King Lear: "T will be a Storm!". Next year, all Academies will perform sections of The Tempest in 2024-2025's Festival based: "Oh Brave New World!"</p> <p>The residential offer for all children continued to be applied across the Trust and intra-school sporting events continued to take place, resulting in many Academies being awarded Silver or Gold School's Games Kitemark awards as criteria was met in all areas.</p>
		<p>The Harmony Trust Model Curriculum continues to provide a wealth of opportunities for all children to engage in a range of experiences. Dedicated Pupil Premium funding ensures all pupils have an equitable offer and can fully participate in a wide range of enrichment activities across the curriculum.</p> <p>Enrichment activities this past year have included but are not limited to:</p> <ul style="list-style-type: none"> • Farm Trips • Seaside Visits • Choral Speaking Contest • Shakespeare Festival • Residential adventure • Stone Age and Viking Visitors • Owls visit to school <p>Northmoor has taken part in the ability roadshow sporting event where inclusive sports is promoted for pupils with disabilities or SEND.</p>

2. Academy Specific Priorities		Year 3 (of 3) review (23/24)
Teaching (for example, CPD, recruitment and retention)	To develop early reading skills of children not making expected progress.	<p>Rigorous monitoring of pupil attainment ensures pupils who are making less than expected progress/pupils who are at risk of not achieving their end of year target/pupils who are not working at age related expectation are identified and supported.</p> <p>A language rich environment is in place starting in the Early Years Foundation Stage with high quality provision. Early reading is promoted through stories, songs and rhymes. Books are available throughout the different provision areas. Lending libraries are in place to share stories with families and further support is provided through parent workshops to ensure parents can support their children's reading skill development at home.</p>

	To support and accelerate progress in fluency and understanding for children who have English as an additional language.	Staff CPD ensures that staff have the knowledge and confidence to support pupils with English as an additional language. This includes self-scaffolding, prompting, clueing, modelling and correcting. Targeted support and interventions have been carefully mapped and planned across the academy to assist pupils at the early stages of language acquisition and expert advice from the HLTA specialising in EAL is sought and implemented. Visuals are well utilised to support pupils in making and indicating choices and visual timetables ensure that clear routines are in place.
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Targeted support for underachieving pupils to close identified attainment gaps (including: target 1:1 readers, phonics interventions, targeted group work in class for English/Maths, WELCOMM/ELKLAN, booster sessions).	Bottom 20% of cohort were identified and fed into the Raising Attainment Plans for each year group to ensure identified pupils are targeted. Interventions within each cohort were carefully mapped to meet pupil needs. Additional support includes bespoke curriculum planning, scaffolds and learning aids. Interventions within each cohort were carefully mapped to meet pupil needs. Effective deployment of TAs in place to ensure pupils were effectively supported where required.
	To close identified attainment gaps in Y1-Y6 through access to tuition.	Following pupil progress meetings, data was analysed and raising attainment plans identified key pupils who were at risk of not meeting their end of year targets. Interventions were planned accordingly to ensure pupil caught up quickly are working towards the age-appropriate standard. School led tutors were in place to provide additional tutoring for 1:1 reading and phonics interventions. Unlocking Potential in Upper Key Stage 2 programme which looked at identifying gaps through QLA and writing moderation sessions. Identified Y6 pupils attended a booster programme during the Spring and Summer Term focussing on arithmetic and reading skills.
Wider strategies (for example, related to attendance, behaviour, well being)	Learning mentor and attendance lead are in place with roles and action plans clearly identified.	Improving attendance and Persistent Absence for pupil premium children remains a priority. The implementation of a weekly attendance data analysis exercise ensures attendance figures are accurate and rigorously checked. Action plans have been updated accordingly to ensure the data gathering exercise has a direct impact on improving attendance overall, identifying patterns and pinpointing target groups who require additional support persistently absent pupils. The Academy's Pastoral Team respond effectively, and in a timely manner, to pupil's emotional well-being and mental health. Mental Health First Aiders and Pupil Mental Health Ambassadors share tips and techniques in how to maintain a good mental health. Vulnerable pupils are monitored daily with welfare visits where required.
	Provide cultural capital enrichments opportunities.	Comprehensive educational visit and visitors calendar has been planned to further enrich the INSPIRE curriculum. Y6 pupils took part in a residential visit to Robinwood, Y2 visited the Seaside to consolidate their learning about Seaside locations, Year 4 visited Tropical World when studying Rainforests. To nurture the pupil's artistic abilities, Y2 took part in the Choral Speaking Festival, Y5 took part in the Music Festival and The Children's Shakespeare Festival, performing at the Middleton Arena. A curriculum review has been completed included the revision of texts to ensure the children are exposed to high quality literature. Pupil's academic and creative talents have been nurtured through the Harmony Pledge planned activities and character development.